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ABSTRACT

This report contains results, both in narrative and chart form, of the implementation and evaluation of Ohio's K-10 career development program. Introductory charts indicate program growth and funding, 1970 to 1980. The next section contains results of the Career Skills Assessment Program (CSAP) administered to tenth graders in 20 school districts. Charts present evaluation results in terms of comparison of the average percent right of students in Program Centers (school districts having the career development program) and Control Centers (those with no formal career development program). The six measures of the CSAP are (1) Self Evaluation and Development Skills, (2) Career Awareness Skills, (3) Work Effectiveness Skills, (4) Personal Economics Skills, (5) Employment Seeking Skills, and (6) Career Decision-Making Skills. Summative evaluation results (assessment of attitudes) are then presented for current seniors, former students, school district personnel, and community members. Four major recommendations coming from the summative evaluation are listed. (YLB)

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CAREER EDUCATION IN OHIO

HIGHLIGHTS OF
CAREER DEVELOPMENT PROGRAM
IMPLEMENTATION AND EVALUATION RESULTS
1970 TO 1980

MOTIVATION ORIENTATION EXPLORATION

CE 026 914

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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INTRODUCTION

Career education provides experiences to help individuals make wise career choices, prepare for employment and extend career development throughout life. In preparing students to make choices, the career development program in kindergarten through grade 10 helps all youth build positive self-concepts, become motivated toward work, receive an orientation to the job opportunities, and explore several occupations consistent with individual interests and abilities. The preparation for employment component at grades 11 and 12 provides for vocational education for job entry skills or pre-professional instruction leading to further education.

School districts with an expressed need and desire to implement career education concepts submit a request for the reimbursement of funds through the Career Development Service. Each district must submit a proposal outlining plans for inservice education and curriculum development and indicating support from administration, staff, and community. Guidelines for submitting proposals are sent to the 102 Vocational Education Planning District superintendents who in turn plan with local district superintendents and other administrators. Priorities for funding are identified to permit a more representative involvement in career education by districts throughout the state.

Planning grants, continuation grants and implementation grants provide a systematic procedure for introducing career education programs through the 102 Vocational Education Planning Districts (V.E.P.D.) in Ohio.

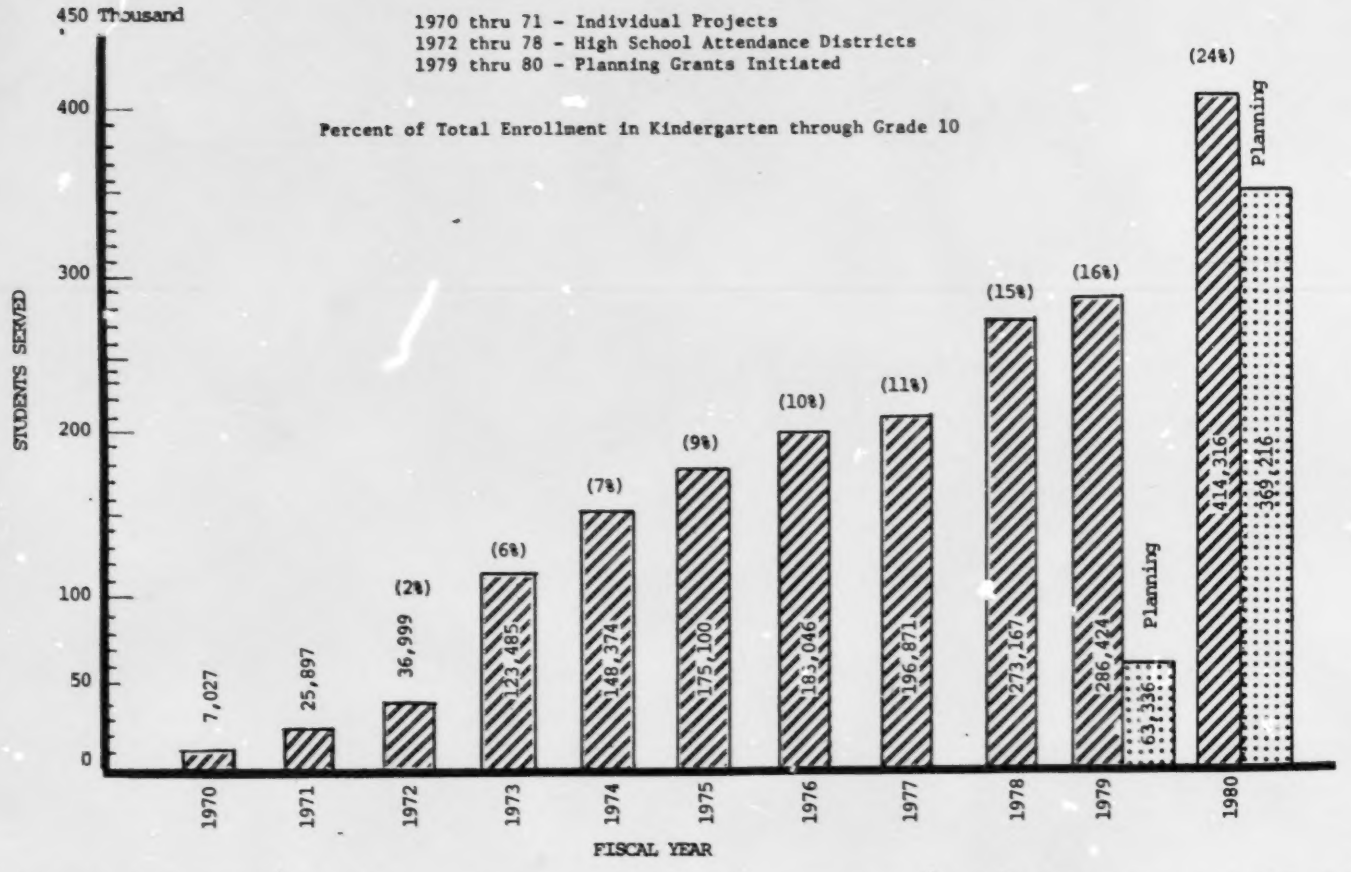
Planning grants are awarded to planning districts to assist in developing a two-year plan for implementing career education in the member districts.

Implementation grants are awarded to planning districts to assist in the initial implementation and refinement of the career education plan.

Continuation grants are awarded to planning districts which have successfully completed the implementation phase and have an acceptable career education plan. Continuous funding is necessary to maintain additional cost for student supplies and transportation and coordination of services to continue community involvement and staff development.

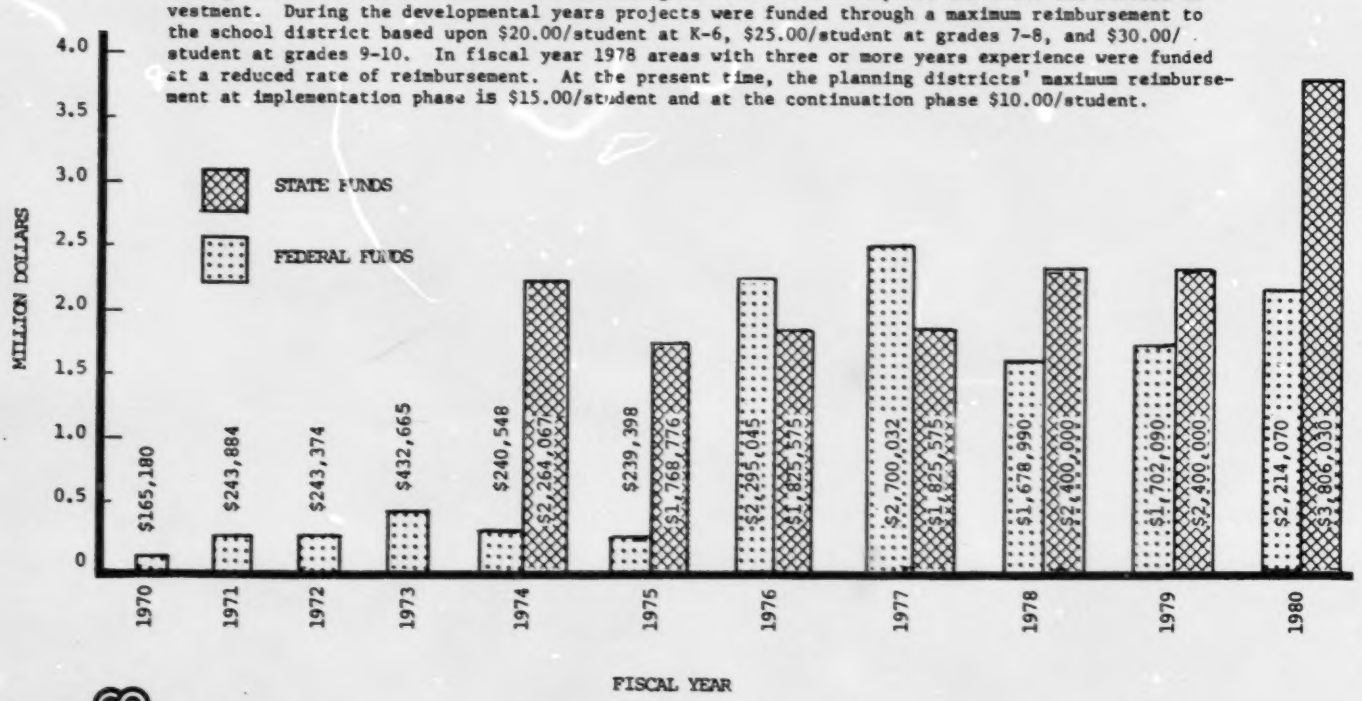
Local leadership has been the key to the success of the Ohio Career Development Program. Each planning district employs a career education coordinator who provides leadership across all grade levels and all curriculum areas.

CAREER DEVELOPMENT PROGRAM GROWTH



CAREER DEVELOPMENT PROGRAM FUNDING

Reimbursement to local school districts to implement career development programs has been provided through state and federal funds. The following chart shows and compares the state and federal investment. During the developmental years projects were funded through a maximum reimbursement to the school district based upon $20.00/student at K-6, $25.00/student at grades 7-8, and $30.00/student at grades 9-10. In fiscal year 1978 areas with three or more years experience were funded at a reduced rate of reimbursement. At the present time, the planning districts' maximum reimbursement at implementation phase is $15.00/student and at the continuation phase $10.00/student.



Tenth Graders

The Career Skills Assessment Program was administered in 20 school districts. Ten of the school districts (referred to as Program Centers) have implemented the career development program for a range of from 4 to 10 years. Ten school districts (referred to as Control Centers) have had no formal career development program. An average of 50 students were tested in each of the 20 districts.

The C.S.A.P. measures are as follows:

CSAP MEASURES	Number of Skill Areas	Total Items
Self Evaluation & Development Skills	5	60
Career Awareness Skills	4	60
Work Effectiveness Skills	7	60
Personal Economics Skills	7	60
Employment Seeking Skills	5	70
Career Decision-Making Skills	7	60

The reliability estimates for the CSAP measures range from .85 to .93. The biserial correlations coefficients have mean scores ranging from .43 to .55 and standard deviations ranging from .10 to .12. For practical convenience, an arbitrary value such as .30 is frequently used for quality control, any exercise having a lower value is identified for further scrutiny.

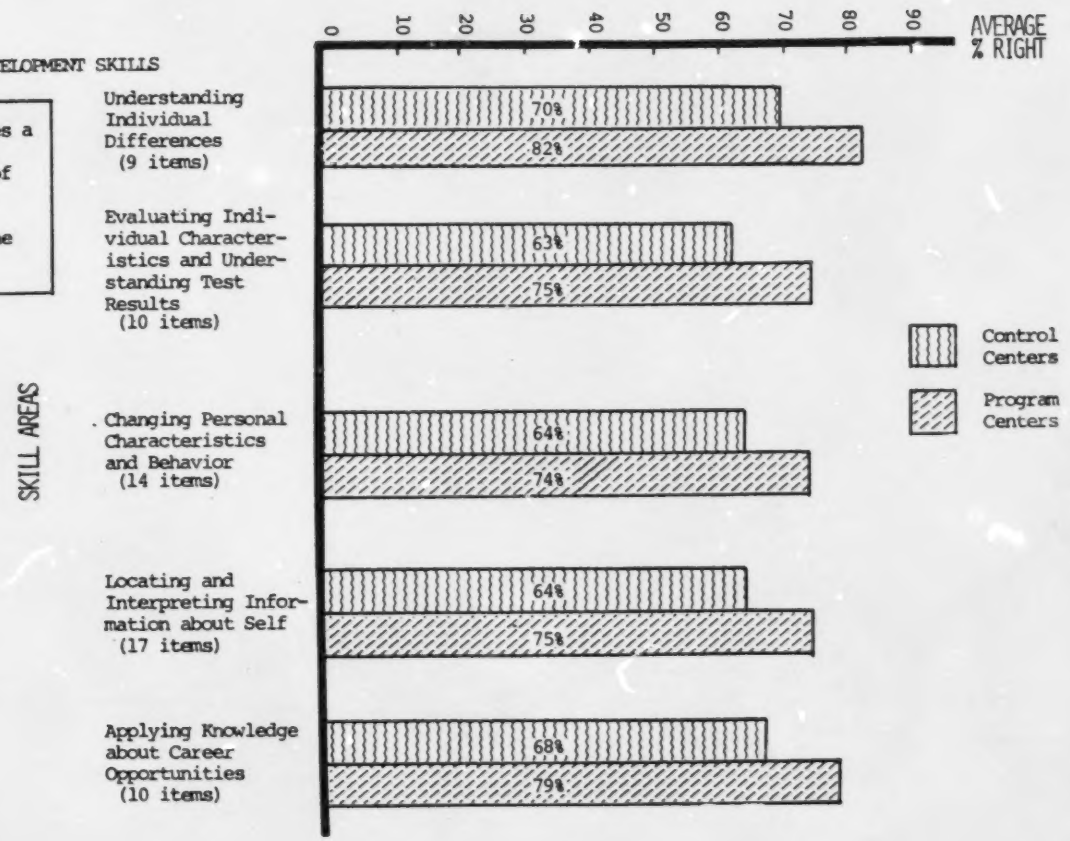
The procedures described in the APA Standards were used in developing the CSAP measures. The objectives for each measure have been carefully specified and represent the judgments of content specialists, curriculum developers, and practitioners in each of the five states involved in the development: Georgia, Maryland, Minnesota, New Jersey and Ohio. Significant level differences were computed by using the "Significant Numbers of Less Frequent Signs Table." Significant differences in this study are at the maximum .05 level.

The following charts present the evaluation results in terms of comparison of the average percent right of students in Program and Control Centers.

CSAP MEASURE I

SELF EVALUATION AND DEVELOPMENT SKILLS

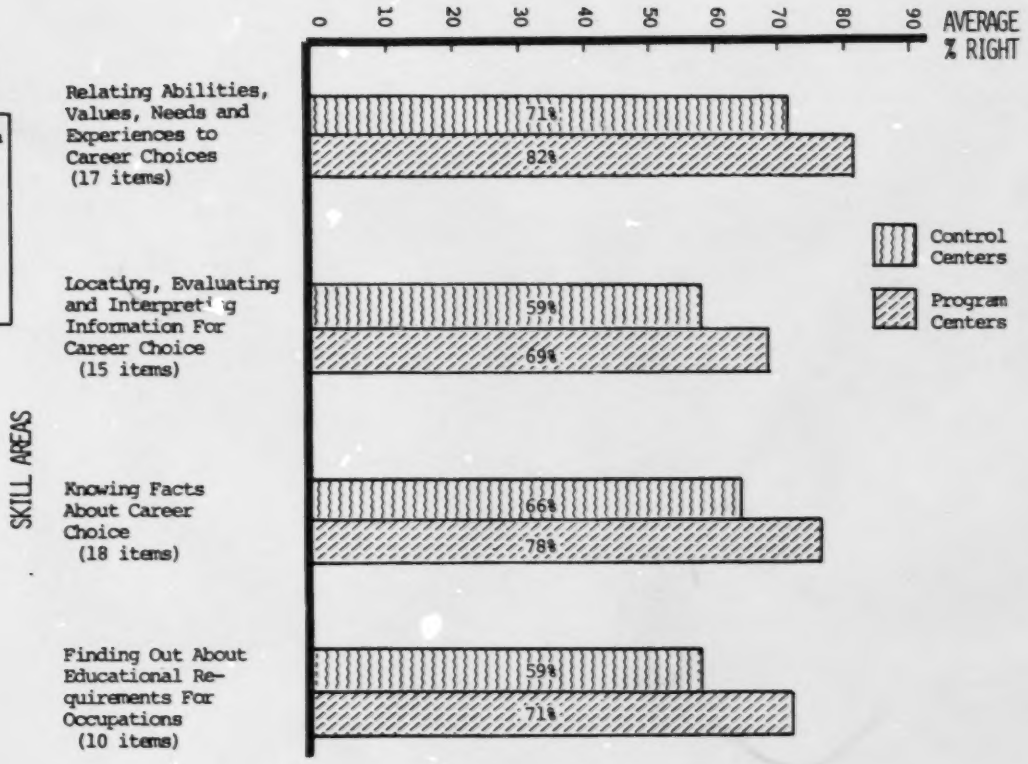
This measure indicates a significant level of difference in favor of the students in the Career Development Program in each of the five skill areas.



CSAP MEASURE II

CAREER AWARENESS SKILLS

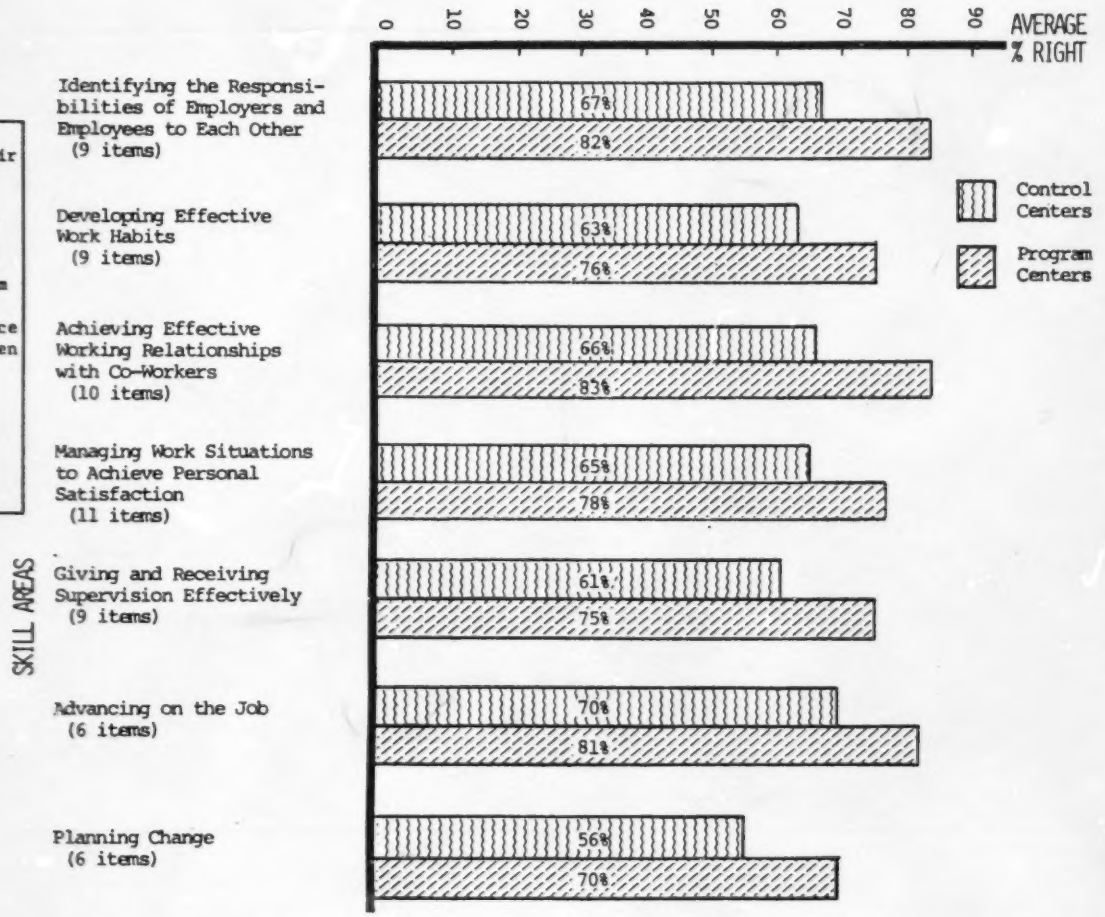
This measure indicates a significant level of difference in each of the four skill areas in favor of the students who have been in the districts funded for the Career Development Program.



CSAP MEASURE III

WORK EFFECTIVENESS SKILLS

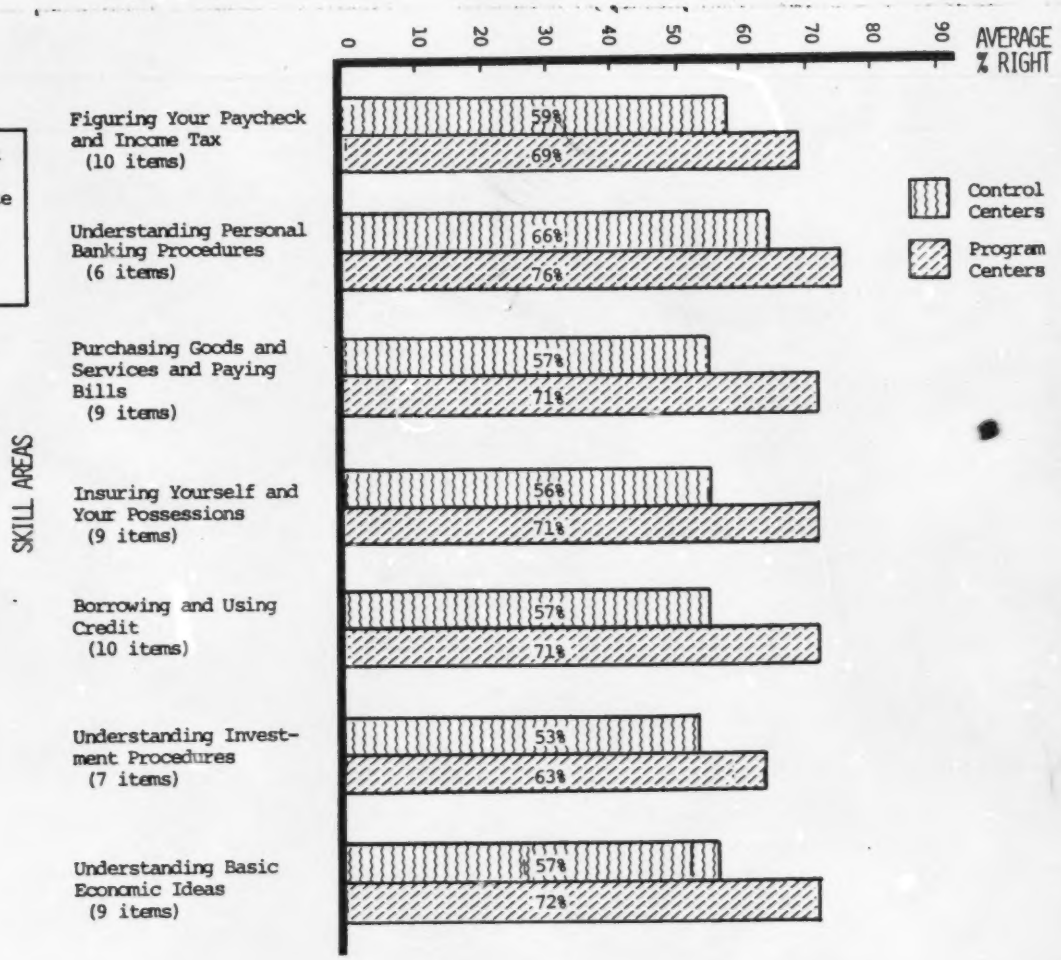
A quick review of these skill areas indicates their importance to career development and the productiveness of workers of all kinds. The growth among the students in the Career Development Program is greater than other measures and the difference is significant in all seven skill areas. A more detailed analysis than presented here reveals some very important facts in favor of students in the Career Development Program.



CSAP MEASURE IV

PERSONAL ECONOMICS SKILLS

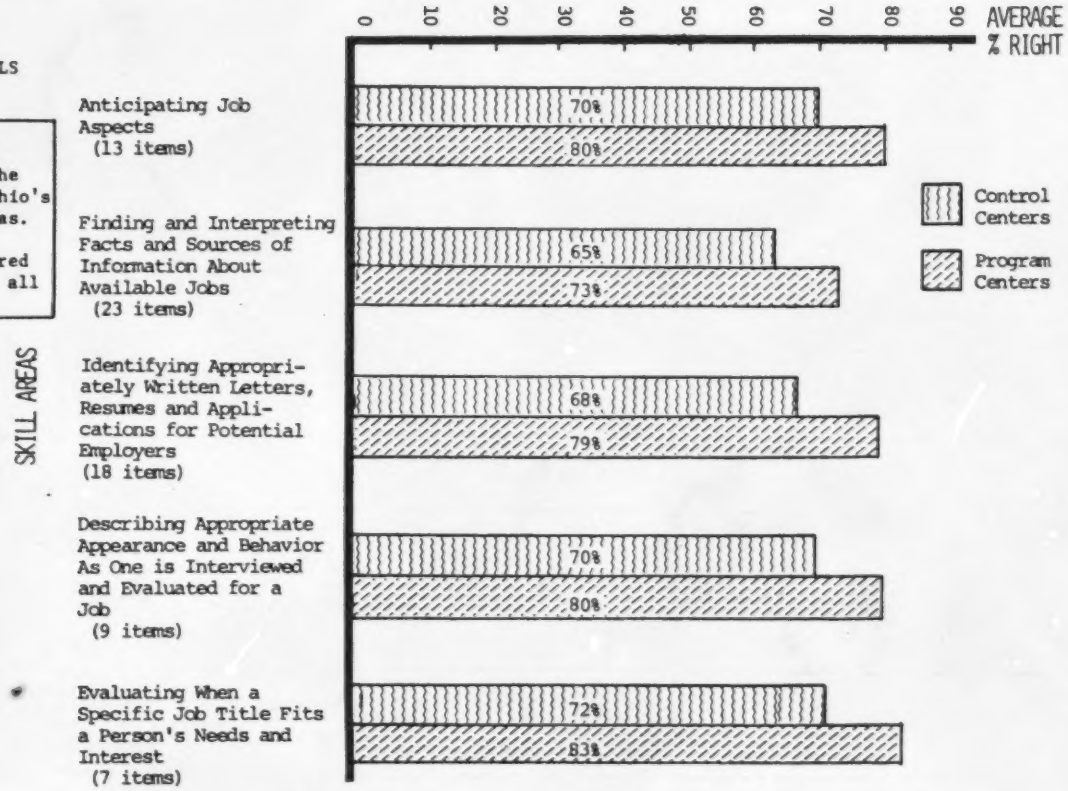
This measure has the highest level of difficulty. All seven skill areas demonstrate a significant level of difference at the .05 level in favor of the Program Centers.



CSAP MEASURE V

EMPLOYMENT SEEKING SKILLS

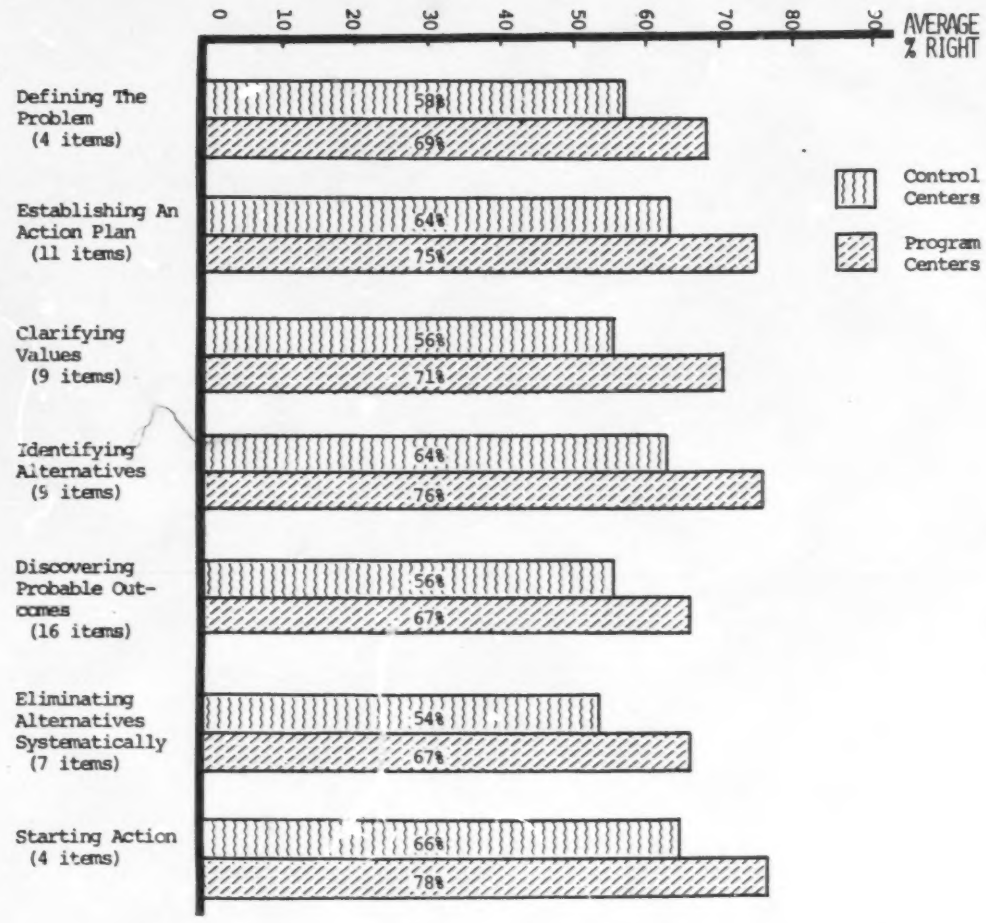
This measure relates to employability and work adjustment skills and the world of work, two of Ohio's seven developmental areas. Students in the Career Development Program scored significantly higher in all five skill areas.



CSAP MEASURE VI

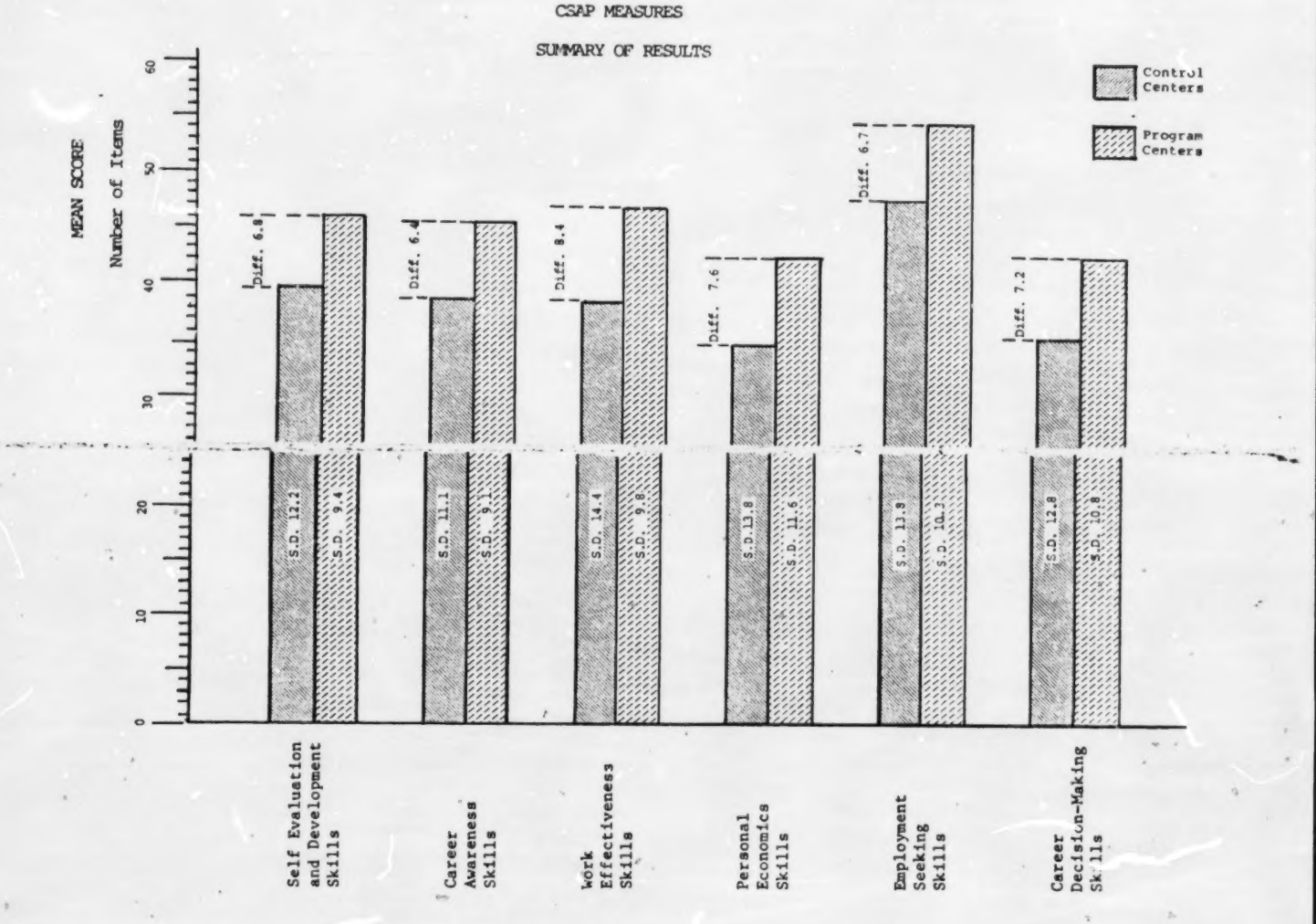
CAREER DECISION-MAKING SKILLS

Six of the seven skill areas are significantly different at the .05 level in favor of the students in the Career Development Program. The first skill area with only four items has one item that students in the Control group did better.



In summary, these charts indicate that 10th graders in the Program Centers did better on all six measures and better in 34 of the 35 skill areas. Looking at more specific analysis of all 370 items in the six measures, the percentage right for program students was positive on 365 items, negative on three items and at 0 difference on two items.

The following chart presents a comparison summary of the results of each of the six measures in terms of mean scores and the standard deviation. In comparing the scores on this chart, significant difference at the .05 level exists when the difference in mean score is greater than 30% of the largest standard deviation. All six measures are significant; the percentages can be computed from the table and they range from a low of 49% for Employment Seeking Skills to a high of 58% for Work Effectiveness Skills.



This study presents overwhelming evidence that the Career Development Program had an impact on 10th grade students. The objectives of the skill areas and measures in the CSAP are very comparable to Ohio's seven developmental areas and the student outcome for each area in kindergarten through grade 10. The evidence is also overwhelming that the Career Development Program in Ohio is successful and has developed to the point it can be implemented in all schools as soon as resources are made available.

Current Seniors

Current senior students who were in the Career Development Program in Akron and Warren demonstrated a highly significant difference on all 25 of the career planning skills. Students in the program also appear to be more certain about their career plans; the percentage of students not having concrete plans was consistently higher for the comparison group. Also, program students consistently reported that their school experiences assisted them in formulating their career goals to a much greater extent than did nonprogram students.

Senior students who were in the Career Development Programs did significantly better on a measure of affective learning and surpassed the control group on cognitive learning.

The senior students surveyed were first introduced to career education when they were fourth graders. It is significant that four years of the continuum were eliminated at the beginning and two to three years were at the developmental stage when all teachers and the community members were not highly involved in implementing career education activities.

As shown on the following chart, the greatest difference is in career planning skill Number 10, which asked the students, "To what extent has your school program helped you to learn such things as working conditions, salary, fringe benefits, opportunity for advancement, and demand for job?"

Other career planning skills that were highly significant in favor of the students in the career development program were:

To what extent has your school program helped you:

1. To explore your interest and abilities?

2. To think about decisions that affect your career?

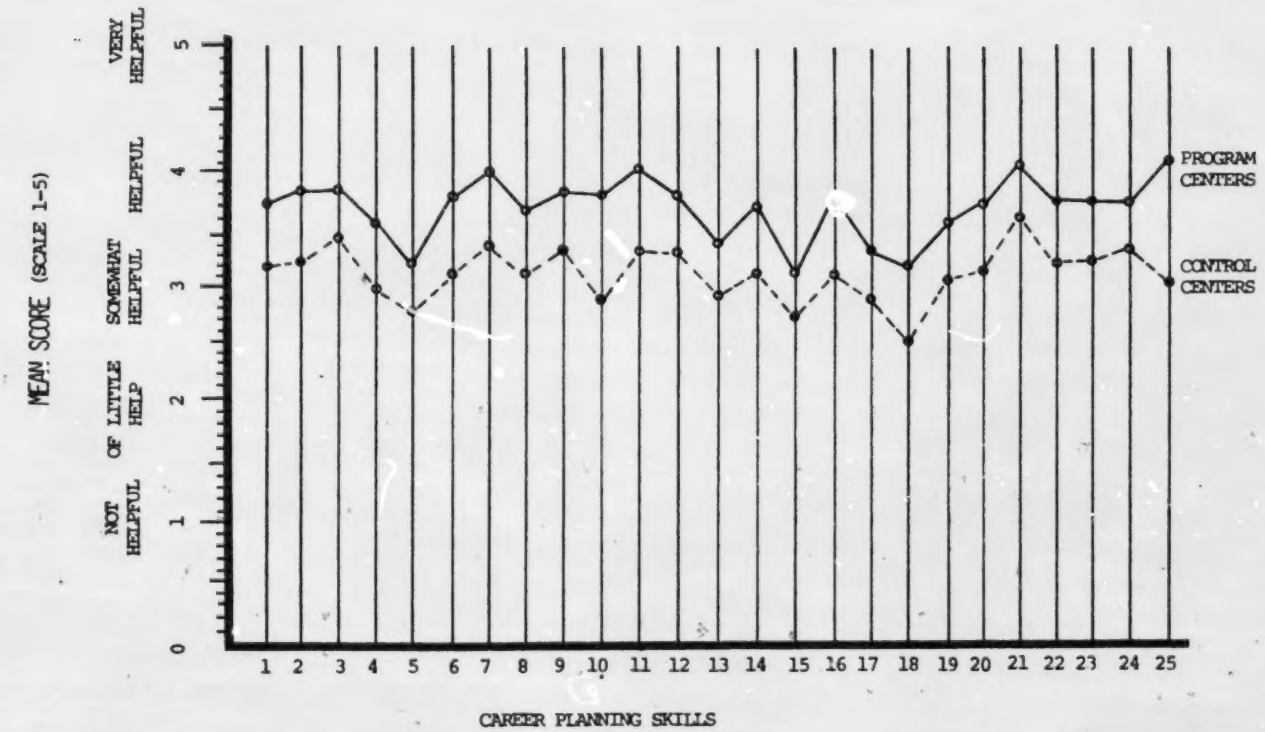
5. To understand the process by which consumer decisions are made?

6. To learn the characteristics of several different education and training programs, such as what jobs they prepare you for, costs of the programs, and requirements for entrance and graduation?

8. To determine whether your interest and abilities match those appropriate for specific educational and training programs?

SUMMATIVE EVALUATION

CURRENT SENIORS



Former Students

The summative evaluation also looked at former students who were identified from the 1977-78 and 1978-79 graduates and were in the 5th and 6th grades of the first pilot projects for career development programs in Akron and Warren. It is significant that some of this group only received one year of the program at the career motivation level and that was at an introductory stage of development. Another point made by the evaluators is that former students have been exposed to the reality of work or education beyond high school for one to two years. As a result of these experiences, some reduction of career uncertainty -- especially for nonprogram students -- has taken place.

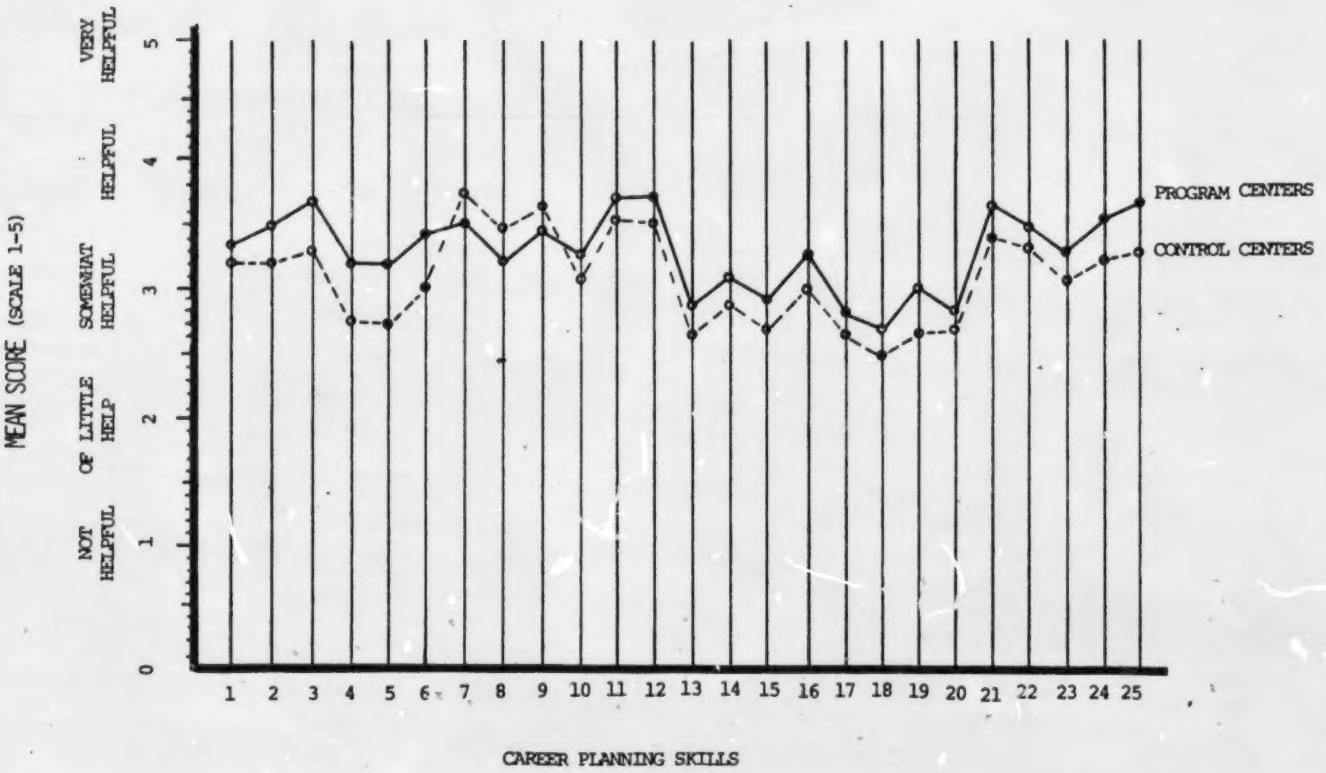
Considering the above constraints, the students who were in the Career Development Program did better than the students from the Control Centers. Former students from Program Centers appear to be more certain of their plans than do those who did not experience career education during their schooling. Former students from Program Centers felt that their school provided beneficial experiences and information to a greater extent than did graduates from the Control Centers.

In regard to cognitive and affective learning, significant difference was noted in the affective learning of program students in the Warren School District. In other areas a difference was positive in favor of Program Centers, but did not yield statistically significant differences.

Out of the 25 Career Planning Skills assessed, the program students did better on 21. When you consider the significant difference of less frequent signs, only 4 minus signs out of 25 is a difference to consider as very positive. It demonstrates the influence the program was beginning to have on the career development of the former students. The former student's evaluation did not show as great a significant difference as the senior students, but in the majority the difference was on the positive side in favor of program students. See the following chart for a comparison.

SUMMATIVE EVALUATION

FORMER STUDENTS

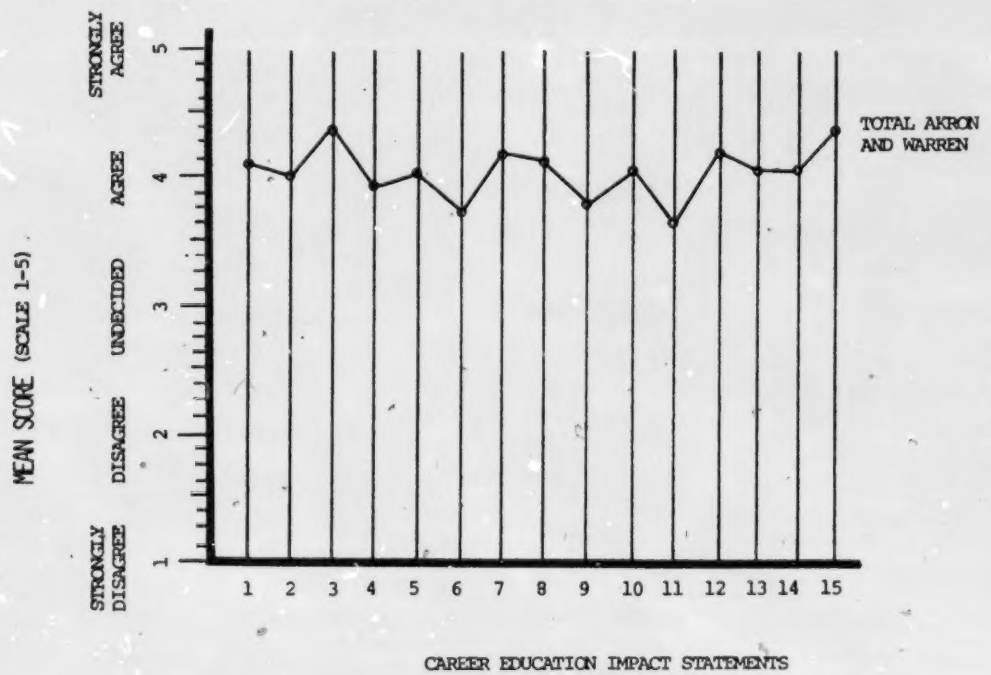


CAREER PLANNING SKILLS

School District Personnel

The individuals who have worked closely with the Career Development Program perceive the program as having positive impact upon their schools and educational programs.

School district personnel consisted of teachers, counselors, administrators and central office personnel who have had ongoing professional involvement with career education. The focus of the questionnaire and indepth interviews was on specific aspects of the program as well as overall positive and negative effects.



Overall, school district personnel were extremely positive in their assessment of the Career Development Program impact on students. The most significant area they felt had the strongest impact was the students' awareness of the world of work, as well as help in developing an appreciation of and motivation for work. The mean rating for this item was 4.23 out of a range of 1 to 5. All of the 15 impact statements rated by school district personnel received a mean rating within the 3.5 to 4.5 range as shown on the above chart.

Community Members

Community members surveyed in the two school districts were individuals who have served in a variety of capacities as resources to the Career Development Program.

In response to 18 program impact statements the community members surveyed felt that the Career Development Program has had a highly positive influence on students. The mean rating of the statements ranged in value from 3.49 to 4.56 on a scale of 1 to 5. Overall, they felt the program has been most significant in providing students with opportunities to learn about job requirements and job opportunities; this item had a mean rating of 4.46. The item receiving the highest mean score (4.56) was:

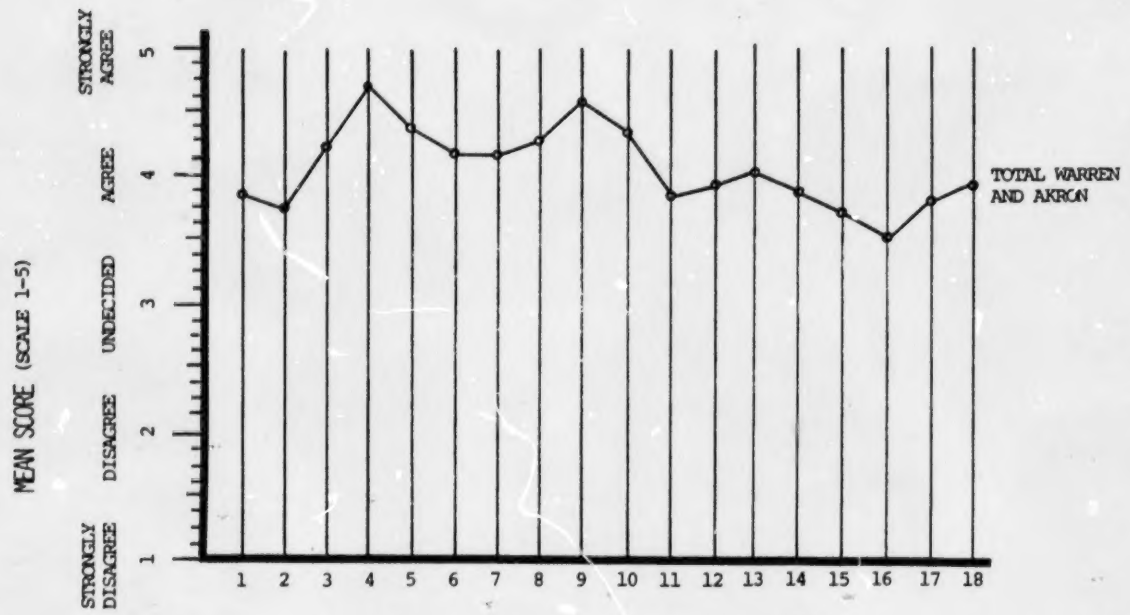
> I would recommend to other organizations or individuals in my community that they become involved in career education.

The evaluator felt that this item was an outstanding testimonial of the worth and impact of the Career Development Program.

Of the 18 items, eight, nearly half, had a total mean score of higher than 4.0, and five more scored higher than 3.75 as shown on the following chart.

SUMMATIVE EVALUATION

COMMUNITY MEMBERS



Listed below are five of the eleven specific program effects deemed positive by community members.

-Students are able to formulate possible career choices sooner and more realistically.

-Students are better prepared to make decisions affecting their careers.

-Teachers have gained awareness of the world of work from a new perspective.

-Individuals in government, industry, labor, business, and professional fields have gained increased awareness of the needs of youth.

-Career education has bridged the gap between business and education and created a general awareness of the shared responsibility of both segments working together to implement career goals and opportunities for today's youth.

CONCLUSIONS AND RECOMMENDATIONS

As a result of the summative evaluation, Evaluation and Developments Associates listed 10 conclusions. In summary it was reported that the Career Development Program was making a positive and significant impact on students, school district personnel and the community members.

Evaluation and Development Associates reported some major recommendations. In summary they are:

1. The Ohio Career Development Program should be continued as a major thrust of the Ohio Department of Education.

2. Ohio's Career Development Program should be made available to all youth in grades K-10.

3. Resources should be made available to provide full implementation of the Career Development Program by each school.

4. Educators should continue to elicit broad-based community involvement in career education program planning and implementation.

SEVEN ELEMENTS OF CAREER EDUCATION IN OHIO

THESE SYMBOLS REPRESENT SEVEN CAREER EDUCATION ELEMENTS THAT ARE INTEGRAL PARTS OF THE STUDENT'S PERSONAL, EDUCATIONAL AND VOCATIONAL DEVELOPMENT.

World of Work
This concept relates to work values, the variety and nature of occupations, work families and their interdependency, and methods of studying and classifying occupations.

Economics
This concept emphasizes the person as both a worker earning income and as a consumer dispersing income.

Employability and Work Adjustment
This concept deals with obtaining and holding a job and advancing in a career.

Decision Making
This concept relates to all the others, involving a process that is necessary to all facets of society.

Self
This concept deals with how and what a person thinks of the self – attitudes, perceptions and self-evaluation of interests, aptitudes, achievements and values.

Individual and Environment
This concept is concerned with an understanding of the individual as he or she relates to the environment – the role each person plays in the home, school, community and work.

Education and Training
This concept relates to the learning of skills, ideas and appreciations that the individual needs in order to experience a successful life.